

**STRATEGIC SCHOOL PROFILE 2005-06**

Elementary School K-3 Edition

**Center School  
Litchfield School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**STUDENT ENROLLMENT**

Total Enrollment: 348

5-Year Enrollment Change: -22.0%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 3

**SCHOOL NEED**

Current and Past School Need	Year	School	District K-3 Schools	State K-3 Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	3.7	3.7	13.3
	2002-03	3.2	3.2	14.3
% of K-12 Students with Non-English Home Language	2005-06	0.0	0.0	4.9
	2000-01	0.2	0.2	4.9
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	89.4	89.4	91.9
	2000-01	91.3	91.3	88.9
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	86.7	86.7	79.2
	2000-01	75.6	75.6	74.7

Enrollment in Special Programs	Students in School	Percent in School	% in District K-3 Schools	% in State K-3 Schools
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	0.0	2.9
Compensatory Education	16	4.6	4.6	15.5
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	0.0	0.3
Special Education	52	14.9	14.9	11.6
Prekindergarten	22	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	4	1.1
Asian American	5	1.4
Black	2	0.6
Hispanic	16	4.6
White	321	92.2

Total Minority 2005-06 7.8%

Total Minority 2000-01 2.5%



### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

In an effort to increase and expand interactions among students with varying backgrounds, our rural school has to look at a variety of ways to address this issue. In each classroom we have 1500 books, many of which focus on backgrounds that are different from what is typical for our children. An appreciation of other cultures besides our own has been an emphasis through PTO cultural enrichment programs. The Native American unit and Children Around the World unit emphasize cultures and similarities and differences between people. Through Project Pride we have established a school-wide priority of respecting others.

### SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-3</b>	<b>State K-3</b>
Total Hours of Instruction Per Year	980	980	974

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

#### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-3</b>	<b>State K-3</b>
Video	100.0	100.0	65.9
Voice	100.0	100.0	74.2
Internet Access	100.0	100.0	99.5
Multi-Room Network (LAN)	100.0	100.0	86.9

<b>Computers</b>	<b>School</b>	<b>Dist K-3</b>	<b>State K-3</b>
# of Students Per Academic Computer	3.8	3.8	5.0
% of Computers that are High or Moderate Power	59.8	59.8	72.2
% of Computers with Internet Access, All Speeds	100.0	100.0	97.6
% of Computers with High Speed Internet Access	100.0	100.0	89.3
% of Internet Computers with Filtering Software	100.0	100.0	98.9

This school does not have a functional satellite link.

#### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-3</b>	<b>State K-3</b>
# of Print Volumes Per Student*	25.2	25.2	22.7
% of Print Volumes Purchased in the Last Three Years	18.2	18.2	11.4
# of Print Periodical Subscriptions	22	22.0	7.7
# of Non-Print Materials	143	143.0	445.6

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

#### STAFFING RESOURCES



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Gr. K	2005-06	12.5	12.5	18.3
	2000-01	13.0	13.0	18.1
Gr. 2	2005-06	21.0	21.0	19.7
	2000-01	20.2	20.2	19.5

<b>School Staff Count Full-Time Equivalent</b>	<b>2005-06</b>	<b>2004-05</b>
# of Certified Staff		
Teachers	22.5	24.0
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.5	1.8
Other Professionals	4.5	2.0
# of Non-Certified Instructional	9.6	9.6

<b>Professional Staff Race/Ethnicity</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2000-01</b>
% Minority	0.0	0.0	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-3</b>	<b>State K-3</b>
Average Number of Years Experience in Connecticut	17.2	17.2	13.5
% with Master's Degree or Above	87.9	87.9	80.7
% Trained as Mentors, Assessors, or Cooperating Teachers	33.3	33.3	30.6

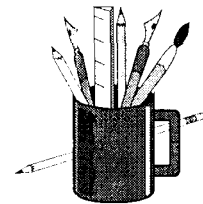
## SCHOOL PROCESSES

Selected Subject Areas, Grade 2	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art*	30	30	30	Yes
Computer Education*	30	30	14	Yes
English Language Arts*	550	550	500	Yes
Health*	20	20	21	Yes
Library Media Skills*	16	16	18	Yes
Mathematics*	180	180	190	Yes
Music*	30	30	31	Yes
Physical Education*	45	45	36	Yes
Science*	45	45	69	Yes
Social Studies*	45	45	70	Yes
World Languages	0	0	4	N/A

\*Interdisciplinary Approach

**World Language** Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 6.5% of K-3 schools offer world language instruction.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	No	No
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2005)	No	No
Other	No	No



### Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-3	State K-3
% of Students Retained in Grade after 2004-05 School Year	1.5	1.5	1.8
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	7.9	7.9	8.6
% Certified Staff Assigned to Same School the Previous Year	93.9	93.9	84.8

## STUDENT PERFORMANCE

Student Attendance	School	District K-3	State K-3
% on October 1, 2005	96.0	96.0	96.1



**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	67.1	67.1	54.4	2.0	94.3
Writing	63.8	63.8	61.0	2.4	100.0
Mathematics	54.9	54.9	56.3	4.1	100.0

The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

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### EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

For the past several years, our focus has been in the area of Language Arts. We have forged a consistent, substantive relationship with Columbia University Teachers College. We work with Lucy Calkins and her professional developers who are nationally known for their research in this field. The staff developers visit our classrooms about five times per year to work with our teachers and students.

We will continue our focus in the area of Math. We have implemented the revised curriculum that is aligned to NCTM standards and the Connecticut Frameworks and Trace Maps and have used materials that support the objectives in the curriculum. Professional development has been provided, grade level meetings occur and constant communication among grade levels has supported this endeavor. We will again host a Family Math Night so students can show parents their mathematical abilities and the supporting materials that are used.

We will continue to offer high quality professional development to teachers to ensure high quality instruction. We will continue our liaison with Teachers College, Columbia University in the area of Language Arts. We have addressed the need for instruction over the summer by giving reading, writing and math summer packets to all students grades K-3. The addition of the Math area to Supplemental Skills will offer Math support to students.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Center School is nestled in the historic northwest corner of Connecticut on a site near the town's center and green. As a Nationally Recognized School of Excellence – A National Blue Ribbon School, we live our philosophy that schools are for kids. Our school has been chosen as a Connecticut Award for Excellence recipient and the CAS Outstanding School and is accredited by the New England Association of Schools and Colleges. Our honors are taken seriously as you walk through our child-centered school. Our caring teachers maintain a high quality level of instruction. Our Reader's and Writer's Workshop approach, guided by Lucy Calkins and her colleagues at the Columbia University Teachers College Reading and Writing Project, is evidence of our individualized approach to each student. Integrated instruction reflects high-level learning. Our children learn to become self-assessors. The commitment to technology is evident in the fully networked building with video and data access. Each classroom has a computer, TV monitor and Internet access, along with 2 fully networked and equipped computer labs. The active Volunteer Program involving parents and community members shows our commitment to the idea that it takes a village to raise a child.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.  
For the school/district website, see [litchfieldschools.org/lcs/lcs.html](http://litchfieldschools.org/lcs/lcs.html)